



# Westview High School

Tolleson Union High School District

10850 W. Garden Lakes Pkwy, Avondale, AZ 85353

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Larry Deignan

**Schedule:** 7:00 AM to 3:45 PM

**Web Address:** [www.tuhsd.org](http://www.tuhsd.org)

**E-mail:** Unpublished or Unavailable

**Grades:** 9-12

**2001 Enrollment:** 2601

**Phone:** (623) 877-2438

**Fax:** (623) 877-4989

## ▼ School Overview ▼

### Mission

The mission of Tolleson Union High School District is to guarantee higher levels of learning for all students. Westview High School is pledged to personal, social and intellectual growth of every student. School pride and spirit are encouraged. Individuality is respected; diversity is celebrated; community is fostered. Emphasis on real-world curriculum and dedication to high standards ensure that every student graduates prepared for the choices, challenges and commitments of the 21st Century.

### Organization and Philosophy

- w Alternating Day Block Schedule
- w Active Learning
- w Quality District Model
- w Community Involvement

### School/Academic Goals

- w Increase the graduation rate and decrease the dropout rate from the 2001-02 school year.
- w Increase reading comprehension for all students.

### Instructional Programs

- w Integrated Mathematics
- w Honors Classes
- w On-site Special Education
- w Gifted and Talented Program
- w Community College Co-enrollment
- w Bilingual/Migrant/ESL Programs
- w Continuing Education Academy
- w Afterschool Enrichment Programs - TAP

- w Increase student achievement as measured by improvement on Stanford 9, district Criterion-Referenced Tests, Grade Point Averages, and AIMS.
- w Increase student attendance and decrease the number of discipline referrals.

### Enrollment

October 1, 2000 School Year Student Enrollment:	2568
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	No
Number of Students Attending Under Open Enrollment in 2000-01:	0

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.50	Teacher	128.30
Other Professional Staff	9.60	Teacher Aide	18.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	24	4	0	0
4 to 6 years	12	8	0	0
7 to 9 years	11	12	0	0
10 or more years	11	41	1	0

## ▽ Shared Responsibilities ▽

### School

Westview High School is responsible for providing a positive school climate, the conditions that enable student achievement, an emphasis on essential skills, frequent monitoring of progress, a school/home partnership and a commitment to the growth of all students. WHS is responsible for preparing students for success in high school, as well as their adult life.

### Parents

It is the responsibility of parents to provide support for their students including expectations of attendance, achievement and personal growth. Parents are encouraged to be active participants in their children's education including monitoring of their progress and encouraging their involvement in extracurricular activities.

## ▽ Transportation Policy ▽

The school provides regular school bus transportation to and from school for students who live more than one-and-a-half miles from school. In addition, transportation is provided for special education students whose handicapping condition requires transportation.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	175	<b>First Day of School:</b>	8/14/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/12/01	1/10/02	3/20/02	5/29/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W 12 Buildings on 43 Acres	W New Performing Arts Center
W Ten Computer Labs/One Electronics Lab	W Media Center with Technology Access

### Extracurricular Activities

W Programs for All Students	W 42 Teams in 12 Sports
W 19 Teams for Girls	W 34 Clubs and Organizations
W 6 Academic Clubs	W Willing to Meet New Needs

### School/Community Resources

W Health Services/Full-time Nurse	W Counseling Services
W Two Full-time Social Workers	W Crisis Intervention
W Community Schools Program	W Prevention Program/Peer Mediation
W Breakfast/Lunch Programs	W Continuing Education Academy

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>W Westview increased its graduation rate from 65% to 68% from the 1999-2000 school year.</p>  | <p>W Westview has increased its use of criterion-referenced tests to measure students' progress in meeting the Arizona Academic Standards and uses data from these tests to improve alignment and instruction.</p> |
| <p>W Westview has implemented a new targeted reading program to help better meet the needs of students who have not yet met graduation requirements.</p> | <p>W Decrease in the numbers of student discipline referrals. Continued intervention to reduce student dropout rate.</p>   |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	93.0 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	15.4 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.3 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	4.7 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	97.4 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	2.6 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	6.2 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	5.6 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Commended Student	2001
Multiple Military Academy Appointments	1999
State Honors for Model United Nations	2000
Regional Championships/2 Individual State Champions	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	445	512	12%	25%	52%	10%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	508	476	14%	58%	28%	0%	66%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	398	476	53%	23%	21%	4%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	93	37	43	94	40	44	100	41	43	88	40	43	78	40	43
	Language	93	35	37	95	39	39	100	37	39	91	37	40	79	37	41
	Mathematics	91	54	54	96	57	57	100	56	57	94	56	59	81	56	61
10	Reading	88	36	42	80	40	42	98	39	42	72	41	42	--	--	--
	Language	89	42	43	82	42	43	100	41	44	74	42	44	--	--	--
	Mathematics	87	44	46	81	49	47	98	47	49	75	47	50	--	--	--
11	Reading	83	35	46	80	45	46	88	39	44	77	47	45	--	--	--
	Language	83	38	42	81	44	43	90	40	42	79	47	44	--	--	--
	Mathematics	81	47	49	82	50	51	88	50	52	84	59	55	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Westview High School has worked to implement a program of parent volunteers to help supervise the campus along with a security staff. Entrance and exit from the campus are monitored by staff to assist visitors and students, and restrict access by others. The campus follows a modified closed campus format where students earn the privilege of leaving campus. All students are required to possess an identification card.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

55

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,096	\$5,039,613
Classroom Supplies	\$42	\$102,152
Administration	\$268	\$644,759
Support Services-Students	\$499	\$1,200,612
Other Support Services and Operations	\$1,227	\$2,950,922
Total Expenditures- All Categories 1999-2000	\$4,134	\$9,938,059

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$200,066.14 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

TUHSD No. 214 added additional teachers to directly affect classroom size and enhance education for our students.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Bobby Castro	(623) 936-4959	
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	Laurie Johnson	(623) 936-4959	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Lisa Nickell	(623) 877-2438	115

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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